Project WET
Connections to KY
Core Content 4.1

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Elementary

Practical Living
PL-EP-2.1.1
Students will apply fundamental motor skills:
Locomotor:
Walking
Running
Skipping
Hopping
Galloping
Sliding
Leaping
Jumping

Nonlocomotor:
Turning
Twisting
Bending
Stretching
Swinging
Swaying
Balancing

Fundamental manipulative skills:
Hitting
Kicking
Throwing
Catching
Striking
Dribbling

PL-04-2.1.1
Students will apply fundamental motor skills:
Locomotor:
Walking
Running
Skipping
Hopping

Galloping
Sliding
Leaping
Jumping

Nonlocomotor:
Turning
Twisting
Bending
Stretching
Swinging
Swaying
Balancing

Fundamental manipulative skills:
Hitting
Kicking
Throwing
Catching
Striking
Dribbling

PL-05-2.1.1
Students will apply fundamental motor skills:
Locomotor:
Walking
Running
Skipping
Hopping
Galloping
Sliding
Leaping
Jumping

Nonlocomotor:
Turning
Twisting
Bending
Stretching
Swinging
Swaying
Balancing

Fundamental manipulative skills:
Hitting
Kicking

Throwing
Catching
Striking
Dribbling

Science
SC-04-2.3.2
Students will describe and explain consequences of changes to the surface of the Earth, including some common fast changes (e.g., landslides, volcanic eruptions, earthquakes), and some common slow changes (e.g., erosion, weathering).

The surface of the Earth changes. Some changes are due to slow processes such as erosion or weathering. Some changes are due to rapid processes such as landslides, volcanic eruptions and earthquakes. Analyzing the changes to identify cause and effect relationships helps to define and understand the consequences.
DOK 3

SC-05-2.3.2
Students will explain interactions of water with Earth materials and results of those interactions (e.g., dissolving minerals, moving minerals and gases).

Water dissolves minerals and gases and may carry them to the oceans.
DOK 3

SC-04-2.3.2
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SC-05-2.3.2
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Water dissolves minerals and gases and may carry them to the oceans.
DOK 3

SC-04-4.7.2
Students will:

- describe human interactions in the environment where they live;
- classify the interactions as beneficial or harmful to the environment using data/evidence to support conclusions.

All organisms, including humans, cause changes in the environment where they live. Some of these changes are detrimental to the organism or to other organisms; other changes are beneficial (e.g., dams benefit some aquatic organisms but are detrimental to others). By evaluating the consequences of change using cause and effect relationships, solutions to real life situations/dilemmas can be proposed.
DOK 3

Middle School

Practical Living
PL-06-2.1.1
Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):
locomotor - moving from one place to another (e.g., running, skipping, hopping)
nonlocomotor – stationary (e.g., bending, stretching, twisting) movements

PL-07-2.1.1
Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):
locomotor - moving from one place to another (e.g., running, skipping, hopping)
nonlocomotor - stationary (e.g., bending, stretching, twisting) movements

PL-08-2.1.1
Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):
locomotor - moving from one place to another (e.g., running, skipping, hopping)
nonlocomotor – stationary (e.g., bending, stretching, twisting) movements

Science
SC-06-2.3.3
Students will compare constructive and destructive forces on Earth in order to make predictions about the nature of landforms.

Landforms are a result of a combination of constructive and destructive forces. Collection and analysis of data indicates that constructive forces include crustal

deformation, faulting, volcanic eruption and deposition of sediment, while destructive forces include weathering and erosion.
DOK 2

SC-08-4.7.1
Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem.

Organisms both cooperate and compete in ecosystems. Often changes in one component of an ecosystem will have effects on the entire system that are difficult to predict. The interrelationships and interdependencies of these organisms may generate ecosystems that are stable for hundreds or thousands of years.
DOK 3

SC-08-4.7.2
Students will:
- explain the interactions of the components of the Earth system (e.g., solid Earth, oceans, atmosphere, living organisms);
- propose solutions to detrimental interactions.

Interactions among the solid Earth, the oceans, the atmosphere and living things have resulted in the ongoing development of a changing Earth system.
DOK 3

High School

Science
SC-HS-4.7.1
Students will:
- analyze relationships and interactions among organisms in ecosystems;
- predict the effects on other organisms of changes to one or more components of the ecosystem.

Organisms both cooperate and compete in ecosystems. Often changes in one component of an ecosystem will have effects on the entire system that are difficult to predict. The interrelationships and interdependencies of these organisms may generate ecosystems that are stable for hundreds or thousands of years. DOK 3

SC-HS-4.7.2
Students will:
- evaluate proposed solutions from multiple perspectives to environmental problems caused by human interaction;
- justify positions using evidence/data.

Human beings live within the world's ecosystems. Human activities can deliberately or inadvertently alter the dynamics in ecosystems. These activities can threaten current and future global stability and, if not addressed, ecosystems can be irreversibly affected.
DOK 3